

A STUDY TO DETERMINE THE HELPFULNESS OF GUIDANCE
SERVICES IN DALLAS COMMUNITY HIGH SCHOOL

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
PROBLEM	2
Statement of the problem	2
Importance of the study	2
Limitations of the study	3
DEFINITIONS OF TERMS	4
Former student	4
Class of 1966	4
Class of 1967	4
Class of 1968	4
Class of 1969	4
Guidance program	5
PROCEDURE	5
General design	5
Population and sample	5
Data and instrumentation	6
Analysis	7
II. REVIEW OF LITERATURE	8
III. PRESENTATION OF FINDINGS	14
SUMMARY	35
IV. SUMMARY AND CONCLUSIONS	39

	iv
CHAPTER	PAGE
CONCLUSIONS	41
BIBLIOGRAPHY	43
APPENDIXES	46
A. Letter of Transmittal	47
B. Follow-Up Letter	48
C. Questionnaire	49

CHAPTER I

INTRODUCTION

In any good guidance program there should be a periodic evaluation to ascertain the program's degree of effectiveness for the students served.

One of the most effective ways to evaluate a school's program is to ask the graduates. From their experiences after graduation, they can give the counselor value judgments. Alter said, "One of the most neglected and probably one of the most important areas of school operation is the follow-up studies of graduates."¹

Just how have the students in past years (1966-1969 graduates) perceived the counselor and the guidance program? How much did the students from these years use the services that were available? These are the questions that need to be answered concerning the Dallas Community High School, Dallas Center, Iowa, guidance program. Is the counselor doing the right things to get the desired results?

¹H. M. Alter, "Ask the Graduates, A Method of Curriculum Improvement," California Journal of Secondary Education, XXXII (December, 1957), 473.

I. PROBLEM

Statement of the problem. The field of guidance and counseling in high school is a difficult one to assess. Much of the evaluation done in guidance and counseling programs is of the type that compares what is being done with what theorists think ought to be done. Not as much research of a follow-up nature is available to help practitioners in the field of guidance and counseling evaluate their programs in terms of the effect they had upon the persons being guided and counseled.¹

It is beyond the scope of this study to try to assess the worth of guidance and counseling generally. It is, however, within the scope of this study to make a follow-up collection of information from former students who have participated in the guidance and counseling program in one school. The problem is to what extent does the guidance and counseling program in Dallas Community High School help the students in solving personal problems, and selecting future vocations, and institutions of higher learning?

Importance of the study. The guidance program at Dallas Community High School has been operating since the 1963-64 school year. There was a one-half time counselor

¹Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), pp. 286-90.

for two years. A full-time counselor was hired for the 1965-1966 school year.

Since the program's beginning in the fall of 1963, there has never been a systematic follow-up study. According to Hatch and Stefflre, "The major purpose of evaluation is to check on the effectiveness of the program."¹ It has not been until recently that enough time had elapsed for former students to be able to make value judgments concerning the effectiveness of the guidance program.

Hatch and Stefflre indicated five reasons why it is important to evaluate in a school. They are:

- (1) to check on the effectiveness of the schools,
- (2) to validate hypotheses on which the schools are operating,
- (3) to provide information for curriculum revision and for guidance services development,
- (4) to increase the psychological security of staff members by letting them appraise the results of their efforts,
- and (5) to provide data upon which can be built a sound program of public information and public relations.²

Limitations of the study. There are limitations in a follow-up study of this nature. The judgments of former students should be weighed in the light of professional judgments concerning the goals and purposes of the program.

A second factor is that in this study there was a 66.5 per cent return. The information from former students who are willing to return the questionnaire may differ somewhat from those who would not.

¹Ibid., p. 261.

²Ibid., p. 262.

A third limitation is the generic nature of a questionnaire. There may be suspicion on the part of the students. Some replies may be superficial. All students may not interpret the same question the same way.¹ An attempt was made by the investigator to overcome this questionnaire limitation by providing space at the end of the questionnaire for any comments the student wanted to make to clarify his viewpoint. Many of the respondents included comments with the questionnaire answers.

II. DEFINITION OF TERMS

Former student. Any student who attended Dallas Community High School during the period covered by the study is referred to as a former student. This included dropouts.

Class of 1966. This included any student who was a member of the class of 1966 whether or not he graduated.

Class of 1967. This included any student who was a member of the class of 1967 whether or not he graduated.

Class of 1968. This included any student who was a member of the class of 1968 whether or not he graduated.

Class of 1969. This included any student who was a member of the class of 1969 whether or not he graduated.

¹Ibid., pp. 290-91.

Guidance program. This included the total school program in guidance. The counselor was the main part of the guidance program.

III. PROCEDURE

General design. A small school with less than one thousand students enrolled (Kindergarten through twelve) was selected for the purpose of obtaining information about the usefulness of the guidance program. A questionnaire was constructed and validated by the investigator. The questionnaire was sent with a cover letter and stamped envelope to all the former students from each of four graduating classes. The most recent class that received the questionnaire had been out of school one year. The directions for the questionnaire asked each respondent to check the answers which most nearly represented his actions or beliefs. After about two weeks, a follow-up request was sent to those former students who had not returned their questionnaires. The responses were sorted and tabulated. An analysis was then made concerning the apparent effectiveness of the guidance program.

Population and sample. The population for this study consisted of all the students in the graduating classes of 1966, 1967, 1968, and 1969, from Dallas Community High School, Dallas Center, Iowa.

The list of names for each class was compiled from the cumulative record files. This list included all the

dropouts who would have graduated during the years 1966, 1967, 1968, and 1969, as well as the graduates. Addresses were obtained by (1) asking other students, (2) asking the faculty, and (3) calling parents on the telephone.

Data and instrumentation. A questionnaire was developed by the investigator. It was validated by getting an evaluation from the field study advisor. The questionnaire was then submitted to twenty-five high school seniors. The purpose of the questionnaire was explained to the seniors. They were then asked to answer the questions and to make any comments about any items they did not understand or thought would be better worded differently. The questionnaire was then revised and resubmitted to the same twenty-five seniors to verify the final form.

On March 31, 1970, sixty-one questionnaires were sent to the class of 1969. On April 8, 1970, sixty-five questionnaires were sent to the class of 1968. On April 14, 1970, sixty-four questionnaires were sent to the class of 1967. On April 21, 1970, fifty-eight questionnaires were sent to the class of 1966. A total of 248 questionnaires was sent to the four classes. Two weeks after each mailing date a follow-up letter was sent to the former students who had not returned their questionnaires. The cover letter and the follow-up letter are reproduced in the Appendix.

Data were of two types. A cover page had blanks to be filled in with personal data concerning the respondent.

The questions on the rest of the questionnaire were of a forced choice response type designed to gather the required information to complete the study. A final statement asked the respondent to comment in his own words about the guidance program to clarify his ideas. The complete questionnaire is reproduced in the Appendix.

Analysis. The number of responses to the answers of each question on the questionnaire were totaled. The data were broken down and tabulated in terms of sex and class. A table was constructed for each question on the questionnaire.

CHAPTER II

REVIEW OF LITERATURE

Within this chapter the investigator will present a review of the professional literature relevant to the problem.

Authorities have reported students' views concerning counselors and the activities of counselors in guidance programs. Some authorities have conducted follow-up studies of various aspects of guidance programs. It is important to know how the students perceive, and have been affected by guidance programs.

Borow said that:

When you ask young people the question, "Who influenced your choice of occupation?" (or major field of study), they rarely mention counselors, either in the schools or in public employment service.¹

Borow presented some changing concepts of vocational guidance. First:

. . . social barriers increasingly wall youth off from early full time labor force participation. The principle sic restrictive mechanism is the growing demand for more education.²

¹Henry Borow, "Man in A World of Work," Proceedings of A Workshop for Counselors and Guidance Workers on Occupational Opportunities in Iowa Report of the Center for Continuing Education Drake University (April, 1968), p. 46.

²Ibid., p. 37.

Borow further stated:

We have had a gradual rise in the age at which young people do go to work. . . . we should be utterly honest with ourselves and recognize that the delayed entrance of young people into the labor force is also partly a form of social control by which we attempt to deal with the labor supply and demand question.¹

Concerning the question of where vocational emphasis should be, Borow indicated that guidance programs should be oriented toward helping the student develop healthy attitudes, coping and mastery techniques, and decision making skills. The student should learn about the world of work but not be expected to make a job choice at the senior level.²

Patterson stated that, "There were few studies of the outcomes of guidance activities by means of simple follow-up."³ He then cited a few studies. Moore (1960) administered a test of guidance information to freshmen, and again to the same students as seniors. He found a significant gain in knowledge. Students who had more than one counselor gained more. Surprisingly, those who had untrained counselors gained more than those who had counselors with some training.⁴

¹Ibid., p. 38.

²Ibid., pp. 50-51.

³C. H. Patterson, "Program Evaluation," Review of Educational Research, XXXIII (April, 1963), 215.

⁴Ibid., p. 215.

Gribbons (1960) reported on the use of the unit, You: Today and Tomorrow, in nine eighth-grade classes taught by seven teachers. Fifty-five boys and fifty-three girls were interviewed before and after use of the material and rated for various factors pertinent to vocational choice. All scores were significantly higher at the second interview.¹

Robinfield (1959) followed up ninth graders eight years later. Opinions were obtained concerning a course in occupational information. Eighty per cent favored a required course.²

The Institute of Student Opinion collected questionnaire responses from 11,416 students. When the group was asked what school subject best fit them for their final career, 13.2 per cent chose occupational courses rather than the usual subject-matter courses.³

Carlin surveyed five hundred college freshmen and found that less than forty per cent, "had studied the world of work in a systematic manner while in high school."⁴

¹Martin Katz, You: Today and Tomorrow (Princeton, New Jersey: Cooperative Test Division, Educational Testing Service), cited by Warren D. Gribbons, "Evaluation of an Eighth Grade Group Guidance Program," Personnel and Guidance Journal, XXXVIII (May, 1960), 740-45.

²Daniel Sinick and Robert Hoppock, "Research on the Teaching of Occupations, 1959-1960," Personnel and Guidance Journal, XL (October, 1961), 165.

³Ibid., p. 165.

⁴Ibid.

Dole in an article about fallacies in vocational guidance said that studies in Hawaii indicated that formal influences (especially teachers and tests) were approximately equal in weight to informal influences (parents, friends, work experience).¹

The most comprehensive studies of the results of guidance and counseling programs were associated with the work of Rothney and Roens in Massachusetts and Wisconsin. These studies concluded that guidance probably had some value, although the evidence was much less conclusive than anticipated. Both studies were of a control group and follow-up nature. There was some criticism of the design. "The most defensible conclusion to be drawn from these two studies is that doing something is generally better than doing nothing."²

Rothney and Mooren described the typical first appeals respondent to a high school follow-up questionnaire. The typical respondent is a girl graduate:

. . .who came from an unbroken home in a city, who had ranked above the average in her class, who scored above average on intelligence tests and who had had many conferences with counselors or teachers. She would be either in post-high school training or on a white-collar job which she had chosen when she was in school

¹Arthur A. Dole, "Seven Common Fallacies in Vocational Guidance," The Education Digest, XXIX (April, 1964), 19.

²Hatch and Stefflre, op. cit., p. 277.

and she¹ would be highly satisfied with her current status.

Grant found in a follow-up study of the spring 1966 high school graduates in Utah that statements of plans for the coming fall made by the seniors during the spring semester of their senior year were relatively accurate. Statements of college plans made by the same seniors in November prior to graduation tended to be unrealistic when compared to actual activities after graduation. Statements of first-quarter college freshmen about how many years they intended to attend college were unrealistic when compared to predicted success.²

Muro and Revello found that students perceived the counselor as one who was a helper and provided "certain specialized information and assists in college placement."³

Klein found that teachers and school nurses probably handled a large number of personal problems.⁴

¹John W. M. Rothney and R. L. Mooren, "Sampling Problems in Follow-Up Research," Occupations--The Vocational Guidance Journal, XXX (May, 1952), 573-78, cited by John W. M. Rothney, "Follow-Up Services in the Small Secondary School," The High School Journal, XL (May, 1957), 275-76.

²Claude W. Grant, "A Follow-Up Study of Spring, 1966, High School Graduates in the State of Utah," Personnel and Guidance Journal, XXXVII (October, 1968), 157-162.

³James J. Muro and Edward A. Revello, "Counselor-Student Perceptions of the Extent of Performance of Guidance Services," School Counselor, XVII (January, 1970), 193-99.

⁴R. Klein, "The School Nurse as A Guidance Functionary," Personnel and Guidance Journal, XXXVIII (December, 1959), 318-321.

Jensen found that counselors were mentioned about as often as parents and other non-school people as helpers with personal concerns. Counselors were preferred over teachers for this purpose.¹

¹R. E. Jensen, "Student Feelings About Counseling Help," Personnel and Guidance Journal, XXXIII (May, 1955), 498-503.

CHAPTER III

PRESENTATION OF FINDINGS

Within this chapter a presentation of the findings will be made. A total of 248 questionnaires were sent out. There was a return of 165 questionnaires or 66.5 per cent. The females responded with 91 of 120 for a 75.8 per cent return. The males responded with 74 of 128 for a 57.8 per cent return.

The responses can be broken down as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Males	14	23	25	12	74
Females	30	18	18	25	91

Respondents who indicated that they were students working on four-year college programs were as follows:

1969	21
1968	15
1967	16
1966	<u>10</u>
	62

Respondents who indicated that they were students working on less than four-year college programs were as follows:

1969	6
1968	6
1967	3
1966	<u>1</u>
	16

A total of seventy-eight respondents indicated that they were engaged in some form of post high school education.

The investigator will now present the responses to the questionnaire items. At the end of the chapter, he will summarize the findings.

Concerning how long the respondents had been working at their jobs or had known the field of study they wanted to pursue in college, the male replies were:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1-2 years	6	14	11	2	33
3-4 years	2	2	6	4	14
5 or more years	0	2	2	3	7
Have not selected a vocation or college major yet	6	4	5	1	16
No response	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>4</u>
	14	23	25	12	74

Concerning how long the respondents had been working at their jobs or had known the field of study they wanted to pursue in college, the female replies were:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1-2 years	19	17	7	9	52
3-4 years	3	0	5	6	14
5 or more years	3	0	4	3	10
Have not selected a college major or vocation yet	4	0	1	3	8
No response	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>7</u>
	30	18	18	25	91

As to whether the respondents had formulated plans for a vocation or major field of study upon graduation, the male replies were:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	4	11	11	6	32
No	10	10	14	5	39
No response	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>3</u>
	14	23	25	12	74

As to whether the respondents had formulated plans for a vocation or major field of study upon graduation, the female replies were:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	22	11	9	11	53
No	7	6	8	14	35
No response	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>3</u>
	30	18	18	25	91

As to the extent to which the choice of a vocation became a source of frustration for the respondents, the male replies were:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
No problem	6	6	12	8	32
Mild Problem	5	7	7	2	21
Moderate problem	1	9	6	2	18
Severe problem	2	1	0	0	3
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

As to the extent to which the choice of a vocation became a source of frustration for the respondent, the female replies were:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
No problem	11	8	10	14	43
Mild problem	13	3	3	8	27
Moderate problem	4	4	4	3	15
Severe problem	2	2	1	0	5
No response	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
	30	18	18	25	91

Concerning the number of times the respondents consulted the counselor about a vocation while in high school, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	3	2	5	2	12
2-3 times	5	10	9	4	28
4 or more times	5	5	3	0	13
Never	1	6	8	6	21
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

Concerning the number of times the respondents consulted the counselor about a vocation while in high school, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	6	1	3	10	20
2-3 times	11	7	8	5	31
4 or more times	7	6	2	1	16
Never	5	4	5	9	23
No response	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	30	18	18	25	91

As to the use of vocational literature in the guidance files in the library or the counselor's office, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	4	4	4	4	16
2-3 times	3	7	10	4	24
4 or more times	3	4	3	0	10
Never used	4	8	8	4	24
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

As to the use of vocational literature in the guidance files in the library or the counselor's office, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	7	2	4	7	20
2-3 times	10	4	7	5	26
4 or more times	6	5	1	2	14
Never used	6	7	6	11	30
No response	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	30	18	18	25	91

Regarding the extent to which the respondents participated in guidance functions concerning colleges or careers, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	2	6	5	5	18
2-3 times	9	5	11	1	26
4 or more times	2	0	0	0	2
Never	1	12	9	6	28
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

Regarding the extent to which the respondents participated in guidance functions concerning colleges or careers, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	8	4	4	3	19
2-3 times	16	4	8	3	31
4 or more times	1	2	3	1	7
Never	4	8	3	18	33
No response	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	30	18	18	25	91

Concerning the number of times the respondents used sources in the community other than the guidance counselor in making a vocational choice, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	2	2	1	0	5
2-3 times	6	5	7	3	21
4 or more times	3	7	6	2	18
Never	3	9	11	7	30
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

Concerning the number of times the respondents used sources in the community other than the guidance counselor in making a vocation choice, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	4	2	2	6	14
2-3 times	12	7	5	6	30
4 or more times	5	1	2	3	11
Never	8	8	9	10	35
No response	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	30	18	18	25	91

As to what influenced the respondents most in selecting the job or field of study they had, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Guidance counselor	0	0	0	0	0
State employment service	0	2	0	0	2
Teachers	1	3	3	0	7
Parents	2	2	2	0	6
Friends	2	0	6	2	10
People in the business	0	2	7	2	11
Only job available	0	0	0	0	0
Chance	0	3	1	4	8
Other	8	9	6	4	27
No response	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>3</u>
	14	23	25	12	74

As to what influenced the respondents most in selecting the job or field of study they had, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Guidance counselor	0	1	1	1	3
State employment service	0	1	0	2	3
Teachers	6	5	2	3	16
Parents	3	1	2	3	9
Friends	5	0	1	3	9
People in the business	5	2	4	2	13
Only job available	1	0	0	0	1
Chance	1	0	3	1	5
Other	8	3	4	8	23
No response	<u>1</u>	<u>5</u>	<u>1</u>	<u>2</u>	<u>9</u>
	30	18	18	25	91

The respondents were requested to specify what had influenced them when they checked "other." Twenty-one of them felt that the influence was their own interest or their own decision. They did not give credit to any external influence. The rest were influenced by such things as the draft, a brother, summer job experience, or the fact that they had not selected a vocation or field of study yet.

Regarding the number of respondents who felt that it was important for a student to have made a job choice by the time he was a senior, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	1	4	4	2	11
No	12	14	13	10	49
Undecided	1	5	8	0	14
No Response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

Regarding the number of respondents who felt that it was important for a student to have made a job choice by the time he was a senior, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	6	6	3	4	19
No	17	10	15	20	62
Undecided	6	2	0	1	9
No response	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	30	18	18	25	91

Concerning what objective in a vocational guidance program the respondents felt to be most important, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Make sure everyone is aware of the many types of occupations open to people today	12	16	20	12	60
Emphasize the importance of making a job choice before leaving high school	0	3	3	0	6
Actually help people get jobs	1	2	1	0	4
No response	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>4</u>
	14	23	25	12	74

Concerning what objective in a vocational guidance program the respondents felt to be most important, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Make sure everyone is aware of the many types of occupations open to people today	28	14	15	22	79
Emphasize the importance of making a job choice before leaving high school	1	2	2	1	6
Actually help people get jobs	1	2	1	2	6
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	30	18	18	25	91

Concerning whether the respondents felt a vocational counseling program was worth having in high school, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
It is worth having	12	19	22	10	63
Undecided	0	3	2	0	5
Not worth having	2	1	1	2	6
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

Concerning whether the respondents felt a vocational counseling program was worth having in high school, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
It is worth having	24	14	16	17	71
Undecided	5	3	2	5	15
Not worth having	1	1	0	3	5
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	30	18	18	25	91

As to whether or not the respondents were aware that part of the counselor's job was working with personal problems, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	14	20	22	0	56
No	0	2	3	0	5
No response	<u>0</u>	<u>1</u>	<u>0</u>	<u>12*</u>	<u>13</u>
	14	23	25	12	74

As to whether or not the respondents were aware that part of the counselor's job was working with personal problems, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	29	16	17	1	63
No	1	2	1	1	5
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>23*</u>	<u>23</u>
	30	18	18	25	91

*This question was inadvertently omitted from all but two of the questionnaires sent to the class of 1966.

Regarding the number of times the respondents consulted the counselor about personal subjects, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	2	4	4	1	11
2-3 times	1	5	3	0	9
4 or more times	0	2	3	0	5
Never	11	11	15	11	48
No response	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
	14	23	25	12	74

Regarding the number of times the respondents consulted the counselor about personal subjects, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
1 time	4	1	3	2	10
2-3 times	5	8	5	2	20
4 or more times	3	4	2	0	9
Never	18	5	8	21	52
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	30	18	18	25	91

As to whether or not the respondents were helped by the personal counseling, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Helped	1	8	7	0	16
Not sure if it helped	0	1	2	1	4
Did not help	0	2	0	0	2
Made things worse	1	0	0	0	1
Did not seek this type of help	8	11	15	8	42
No response	<u>4</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>9</u>
	14	23	25	12	74

As to whether or not the respondents were helped by the personal counseling, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Helped	10	10	4	0	24
Not sure if it helped	0	1	3	3	7
Did not help	1	0	3	0	4
Made things worse	0	0	0	0	0
Did not seek this type of help	15	6	8	19	48
No response	<u>4</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>8</u>
	30	18	18	25	91

The respondents were asked whether they felt the need for personal counseling but did not approach the counselor.

The males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes, I had the need but did not approach the counselor	1	6	4	2	13
Did not seek this type of help	10	7	13	9	39
I did do some personal counseling with the counselor	1	10	6	0	17
No response	<u>2</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>5</u>
	14	23	25	12	74

The respondents were asked whether they felt the need for personal counseling but did not approach the counselor. The females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes, I had the need but did not approach the counselor	7	3	1	8	19
Did not seek this type of help	15	6	10	14	45
I did do some personal counseling with the counselor	8	9	7	2	26
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
	30	18	18	25	91

When the respondents were asked whether they sought personal counseling from other sources in the community, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	3	7	5	2	17
No	8	13	12	5	38
Did not seek personal counseling from anyone	3	3	8	5	19
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	14	23	25	12	74

When the respondents were asked whether they sought personal counseling from other sources in the community, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	9	6	4	5	24
No	17	11	11	13	52
Did not seek personal counseling from anyone	4	1	3	7	15
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	30	18	18	25	91

As to whether the respondents considered the counselor when choosing someone to counsel with, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes, I considered the counselor	4	11	9	0	24
No, I did not consider the counselor	3	6	4	4	17
Did not seek personal counseling from anyone	5	5	12	5	27
No response	<u>2</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>6</u>
	14	23	25	12	74

As to whether the respondents considered the counselor when choosing someone to counsel with, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes, I considered the counselor	11	9	7	5	32
No, I did not consider the counselor	6	3	2	4	15
Did not seek personal counseling from anyone	10	5	9	14	38
No response	<u>3</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>6</u>
	30	18	18	25	91

Concerning the reasons the respondents rejected the counselor for counseling, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
I did not seek personal counseling from anyone	5	7	12	5	29
I did not consider the counselor	1	3	2	3	9
I did not trust the counselor	0	1	0	0	1
I did not like the counselor	0	1	0	0	1
I did not know the counselor well enough	2	0	2	0	4
I knew the counselor too well	0	1	0	0	1
I did not feel that the counselor could do any good	3	3	1	0	7
Other	1	2	0	0	3
No response	<u>2</u>	<u>5</u>	<u>8</u>	<u>4</u>	<u>19</u>
	14	23	25	12	74

Concerning the reasons the respondents rejected the counselor for counseling, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
I did not seek personal counseling from anyone	14	5	9	14	42
I did not consider the counselor	2	0	1	2	5
I did not trust the counselor	2	0	0	0	2
I did not like the counselor	0	1	0	0	1
I did not know the counselor well enough	2	1	0	3	6
I knew the counselor too well	1	0	0	0	1
I did not feel that the counselor could do any good	1	0	1	3	5
Other	3	1	0	0	4
No response	<u>5</u>	<u>10</u>	<u>7</u>	<u>3</u>	<u>25</u>
	30	18	18	25	91

When the respondents were asked whether they felt that working with personal problems should be part of the counselor's job, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	10	20	17	7	54
No	2	1	1	2	6
Undecided	1	2	7	3	13
No response	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	14	23	25	12	74

When the respondents were asked whether they felt that working with personal problems should be part of the counselor's job, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Yes	22	11	14	16	63
No	2	3	1	3	9
Undecided	6	4	3	6	19
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	30	18	18	25	91

Regarding the respondents' willingness to consult the counselor, the males responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Used own initiative	7	7	9	2	25
About half and half	3	7	6	4	20
Usually waited to be summoned	3	8	6	5	22
Refused to see the counselor	0	0	3	0	3
No response	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>
	14	23	25	12	74

Regarding the respondents' willingness to consult the counselor, the females responded as follows:

	<u>1969</u>	<u>1968</u>	<u>1967</u>	<u>1966</u>	<u>Totals</u>
Used own initiative	14	5	7	5	31
About half and half	11	9	8	4	32
Usually waited to be summoned	5	4	3	13	25
Refused to see the counselor	0	0	0	1	1
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>
	30	18	18	25	91

I. SUMMARY

As to the length of time respondents had been working at jobs or had known the field of study they wished to pursue, the most frequently reported interval by both males and females was from one to two years. However, in the case of males, those thus reporting did not represent half the group.

Likewise, girls had, in the majority, formulated plans for a vocation or major field of study upon graduation, but males had not. Similarly, a higher percentage of girls than boys (43 of 91 girls, 32 of 74 boys) found the choice of a vocation no problem while in high school, but over half the girls found some problem in vocational choice.

Neither male nor female respondents had consulted counselors often. Over one-fourth of both (21 of 74 males, 23 of 91 females) had never consulted. Another group (12 of 74 males, 20 of 91 females) had consulted counselors only once. One-third of the respondents (24 of 74 males, 30 of 91 females) indicated that they had never used the vocational literature in the guidance files in the library or the counselor's office. Many other respondents (16 of 74 males, 20 of 91 females) had used the literature only once.

As to participation in guidance functions concerning colleges or careers, over one-third of the respondents (28 of 74 males, 33 of 91 females) indicated they had never taken advantage of such functions. Similarly, the percentage was

about the same (30 of 74 males, 35 of 91 females) for those who had used sources in the community other than the guidance counselor. There was no important difference in sex concerning consultation with the counselor about vocational things, use of the literature, guidance functions, or use of sources other than the counselor for vocational choice.

When the respondents reported what most influenced their choice of a vocation or field of study, the counselor was perceived as most influential by almost no one (0 of 74 males, 3 of 91 females). The largest percentage of respondents chose teachers (7 of 74 males, 16 of 91 females), friends (10 of 74 males, 9 of 91 females), and people in the business (11 of 74 males, 13 of 91 females). Parents were next most influential, (6 of 74 males, 9 of 91 females). Many of the respondents (21) indicated they did not feel the influence was external but came from within themselves with comments such as "own choice," or "personal interest."

The majority of respondents (49 of 74 males, 62 of 91 females) felt that it was not important for a student to have made a job choice before he graduated from high school. Supporting this feeling, the majority (60 of 74 males, 79 of 91 females) felt that the main purpose of a vocational guidance program should be the giving of information to broaden the student's possible choices instead of emphasizing the necessity of a job choice or helping people get jobs. When asked whether vocational and college programs were worth

having in high school, most of the respondents (63 of 74 males, 71 of 91 females) answered "yes."

Regarding personal counseling most of the respondents (56 of 62 males, 63 of 68 females) indicated that they were aware that this was part of the counselor's job. The number of respondents who had consulted the counselor about personal matters was much less. About one-third of the respondents (25 of 74 males, 39 of 91 females) made contacts one or more times for personal counseling. Almost two-thirds (48 of 74 males, 52 of 91 females) said they had not done any personal counseling. As to whether the personal counseling was helpful, most (16 of 23 males, 24 of 35 females) said it helped. Only one (male) said personal counseling made things worse.

Thirty-two respondents (13 of 74 males, 19 of 91 females) indicated they had had the need for personal counseling but had not approached the counselor. When asked if the respondents had sought counseling from other sources, several (17 of 74 males, 24 of 91 females) said they had. Some of the respondents (17 of 74 males, 15 of 91 females) indicated they had not considered the counselor when choosing someone to counsel with. When the respondents were asked the reason for rejecting the counselor, fourteen (9 males, 5 females) said they did not consider the counselor; ten (4 males 6 females) did not know the counselor well enough; three (1 male, 2 females) did not trust the counselor; twelve (7 males 5 females) did not feel the counselor could do any good.

The respondents were asked if the counselor should work with personal problems. Most (54 of 74 males, 63 of 91 females) agreed that he should. Some (6 of 74 males, 9 of 91 females) said that he should not. The rest (13 of 74 males, 19 of 91 females) were undecided. When the respondents were asked how willingly they had seen the counselor, only one-third (25 of 74 males, 31 of 91 females) indicated they had used their own initiative in utilizing counseling services. However, only four (3 of 74 males, 1 of 91 females) said they had refused to see the counselor.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The problem was to what extent does the guidance and counseling program in Dallas Community High School help the students in solving personal problems, and selecting future vocations, and institutions of higher learning?

The population for this study consisted of all the students in the graduating classes of 1966, 1967, 1968, and 1969, from Dallas Community High School, Dallas Center, Iowa. Dallas Community High School is a small midwestern school of less than one thousand students (Kindergarten through twelve).

The list of names for each class was compiled from the cumulative record files. This list included all the dropouts who would have graduated during the years 1966, 1967, 1968, and 1969, as well as the graduates. Addresses were obtained by (1) asking other students, (2) asking the faculty, and (3) calling parents on the telephone.

A questionnaire was developed by the investigator. It was validated by getting an evaluation from the field study advisor. The questionnaire was then submitted to twenty-five high school seniors. The purpose of the questionnaire was explained to the seniors. They were then asked to answer the questions and to make any comments about any items

they did not understand or thought would be better worded differently. The questionnaire was then revised and resubmitted to the same twenty-five seniors to verify the final form.

On March 31, 1970, sixty-one questionnaires were sent to the class of 1969. On April 8, 1970, sixty-five questionnaires were sent to the class of 1968. On April 14, 1970, sixty-four questionnaires were sent to the class of 1967. On April 21, 1970, fifty-eight questionnaires were sent to the class of 1966. A total of 248 questionnaires was sent to the four classes. Two weeks after each mailing date a follow-up letter was sent to the former students who had not returned their questionnaires. The final questionnaire return was 165 of 248 for a percentage of 66.5.

Data were of two types. A cover page had blanks to be filled in with personal data concerning the respondent. The questions on the rest of the questionnaire were of a forced choice response type designed to gather the required information to complete the study. A final statement asked the respondent to comment in his own words about the guidance program to clarify his ideas.

The number of responses to the answers of each question on the questionnaire were totaled. The data were broken down and tabulated in terms of sex and class. A table was constructed for each question on the questionnaire.

I. CONCLUSIONS

The investigator recognizes that, in accordance with the generic pattern indicated by Rothney, the male questionnaire return percentage of this study was less than that of the female sample.

The investigator further recognizes that Borow has reported the general tendency of graduates to give little credit to their high school counselors in helping them with vocational choice.

The guidance and counseling program was of some help but not great help to students in solving personal problems. Only one-third had contacted a counselor regarding these problems but most of these felt they had been helped. A majority of all students indicated the counselor should work with personal problems.

The vocational and college aspect of the guidance program was helpful to some students. The majority of girls had formulated plans for a vocation upon graduation; the boys had not. Likewise, the boys found vocational and college choice a greater problem while in high school. Over one-fourth of the students had never consulted a counselor about vocational or college choice. About one-third indicated they had never used any of the vocational literature. Teachers, friends, people in the business, and parents, were considered more influential than counselors in selecting colleges and

vocations. A majority of all students indicated the vocational program was worth having.

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APPENDIX

APPENDIX A

LETTER OF TRANSMITTAL

DALLAS COMMUNITY SCHOOL
Dallas Center, Iowa
50063

Dear Former Student:

The Guidance and Counseling Department in conjunction with the administration is conducting a survey of former students of Dallas Center High School. The purpose is to determine to what extent the Guidance Program has been effective since its beginning in 1964. Part of this evaluation includes sending a questionnaire to former students. Through this means the counselor and administration will be able to get an idea of what former students think about the program and how effective it was. This kind of information will help in deciding what future course the Guidance and Counseling Program will take.

Each student is urged to complete this questionnaire and send it back in the enclosed postage free envelope. It is hoped that everyone will return the questionnaire, so that there will be 100% participation in this survey. It is an opportunity to let students in school now, profit from the experiences of the former students.

Yours truly,

Jerry Book, Counselor
Dallas Community School

APPENDIX B

FOLLOW-UP LETTER

DALLAS COMMUNITY SCHOOL
Dallas Center, Iowa
50063

Dear

About two weeks ago a questionnaire was sent to you. The purpose of it was to find out if the things being done by the counselor in the Guidance Program were the things that would be most helpful to students in their entrance into the adult world. Has your experience since you left high school indicated that the counselor was doing the right things? This is the question we are trying to answer.

This letter is to remind and urge you to return the questionnaire. We cannot effectively evaluate the program unless we hear from a large portion of those who have used it. If for some reason you have misplaced your questionnaire, please let us know. We will send you another.

Thank you for your cooperation.

Yours truly,

Jerry Book, Counselor
Dallas Community School

APPENDIX C

QUESTIONNAIRE

Please fill in the information as it pertains to you.

NAME _____

AGE _____

SEX _____

Date of graduation from Dallas Community School _____
(If you did not graduate, please put last date of attendance.)

Present occupation or field of study (if in college)

(please specify)

If you are in college at the present time, what is
the name of the school

School or job plans for the next year or two (use the space
below for your answer)

Answer the following questions as they pertain to you.
Check only one answer for each question.

1. How long have you been working at your job or known what
field of study you have wanted to pursue in college?

_____ have not selected vocation or college major yet
_____ 1-2 years
_____ 3-4 years
_____ 5 or more years

2. Did you know what your vocation or field of study would be upon graduating from high school?

_____ yes
_____ no

3. While in high school, to what extent did the choice of a vocation become a problem or source of frustration for you?

_____ no problem
_____ mild problem
_____ moderate problem
_____ severe problem

4. Did you, while in high school, consult the guidance counselor concerning a choice of vocation or college major field of study?

_____ never
_____ 1 time
_____ 2-3 times
_____ 4 or more times

5. Did you, while in high school, use any of the vocational literature maintained in the guidance files located in the library or the counselor's office?

_____ never
_____ 1 time
_____ 2-3 times
_____ 4 or more times

6. Did you, while in high school, attend any of the guidance functions such as a Career Day, interview with a college representative, or other special programs concerning vocational and college choice?

_____ never
_____ 1 time
_____ 2-3 times
_____ 4 or more times

7. Did you, while in high school, use sources in the community other than the guidance counselor in making a vocational choice, for example, the state employment office, talking with a person in the business, a friend, etc.?

_____ never
_____ 1 time
_____ 2-3 times
_____ 4 or more times

8. What do you feel most influenced you in selecting the job or field of study you now have? (Check only one.)

☐ guidance counselor
☐ state employment service
☐ teachers
☐ parents
☐ friends
☐ people in the business
☐ only job available
☐ chance
☐ other (please specify)

9. Do you feel that it is important for a high school student to have selected his life's work by the time he is a senior?

☐ yes
☐ no
☐ undecided

10. What do you feel should be the main purpose in a counseling and guidance program concerning selection of a vocation or job? (Check only one.)

☐ make sure everyone is aware of the many types of occupations open to people today
☐ emphasize the importance of making a job choice before leaving high school
☐ actually help people get jobs

11. In view of your experience, do you feel that a vocational counseling and guidance program is worth having in high school?

☐ it is worth having
☐ do not know (undecided)
☐ not worth having

12. Did you, while in high school, know that part of the guidance counselor's job is working with personal problems when they are brought to his attention?

☐ yes
☐ no

13. Did you, while in high school, consult the guidance counselor about any subject, besides college or vocational, which would be of a more personal nature, concerning personal problems?

_____ never
_____ 1 time
_____ 2-3 times
_____ 4 or more times

14. If you consulted the counselor about a subject of a more personal nature, do you feel that you were helped by him?

_____ did not seek this type of help
_____ helped
_____ not sure if it helped
_____ did not help
_____ made things worse

15. Did you, while in high school, feel the need for personal counseling at some time but did not approach the counselor?

_____ yes, I had the need but did not approach the counselor
_____ did not seek this type of help
_____ I did do some personal counseling with the counselor

16. Did you, while in high school, seek personal counseling from other sources such as a doctor, private psychologist, minister, or respected adult outside the family?

_____ yes
_____ no
_____ did not seek personal counseling from anyone

17. If you did seek personal counseling, you must have considered several people to counsel with. Did you consider the counselor in school?

_____ yes, I considered the counselor
_____ no, I did not consider the counselor
_____ did not seek personal counseling from anyone

18. If you did consider the counselor for personal counseling but chose not to approach him, why did you reject him and choose another person?

☐ did not seek personal counseling from anyone
☐ I did not consider the counselor
☐ I did not trust the counselor
☐ I did not like the counselor
☐ I did not know the counselor well enough
☐ I knew the counselor too well
☐ I did not feel that the counselor could do any good
☐ other (please specify)

19. Do you feel that working with personal problems should be part of the guidance counselor's job?

☐ yes
☐ no
☐ undecided

20. Did you, while in high school, freely consult the guidance counselor on your own initiative, or did you wait for the counselor to call on you?

☐ used own initiative
☐ about half and half
☐ usually waited to be summoned
☐ refused to see the counselor

21. In the space below feel free to make any comments about your school experience that may help improve the guidance and counseling program.